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LOOKING FORWARD.

With hopeful eyes turned future-wards we stand,
Doing our work, not blessed, but content;
And though but rarely loving, hand meets hand,
From heart to heart love's messages are sent.
Our present life is twilight, calm and still,
Wherein we watch and wait the morrow's light,
And finish day-time tasks with right good will,
For this shall make our harvest sunshine bright.
Oh, blessed waking-time of love long sown;
Oh, golden harvest to be gathered in;
Oh, happy day when love shall claim his own,
Oh, perfect rest our fearless wills shall win.
Oh, blessed future, dimly seen but dear,
And blessed time that daily brings thee near.

We have no time for foolish sighs and tears!
No room in all our lives for vain regret;
No need to mourn the spring time of our years,
No past to haunt, no sorrow to forget.
For our great love has drawn a curtain dense
Across the years that seem so far away,
And all our past is hidden, we commence
A truer, better living from to-day.
Not yet the currents of our lives may meet,
And mingling, broaden to a stream of joy,
But peace is ours; and love serene and sweet,
Shall conquer care, and soothe the world's
anxiety.

So on this vantage-ground of patient love,
We take firm footing. What shall we remove?

WOMEN AS PRINTERS.

A PROFITABLE FIELD FOR WOMAN'S WORK.

To the Editor of the School Journal:

You have said pleasant words in regard to Miss Emily Faithfull and the work she has undertaken in England for the benefit of her own sex, and the compliments bestowed upon that lady were very well deserved. But let us remember, for the credit of our own people, that a fair start has already been made in this country toward the opening of the Printing Office as a field for woman's work. To say nothing of the "Women's Printing House" on Eighth street (which has done some good work for our publishing houses), the daily and weekly newspaper offices in New York, Boston and other cities have made successful experiments in the employment of women as printers.

Let us, therefore, take some credit to ourselves. We have done something. We can do more. All that is wanted to awaken a general interest in this subject is to direct attention toward it; and it is for this end that I ask for five minutes of the reader's time.

Women printers are in favor, both in England and the United States. Grant this, to begin with. For obvious reasons, they cannot be employed in the offices of the morning newspapers, where the work is done by night; but the evening and weekly papers offer them fair opportunities. The most successful experiment of this kind has been made in the office of the *Evening Traveller*, in Boston, where the force of compositors is almost equally divided between men and women. One of the most pleasant visits I have ever made to a newspaper office was the hour passed in observing the operation of this system of joint labor. The sexes not only worked harmoniously together, but the moral atmosphere was visibly purified by the presence of women. In the centre of the composing-

A FLOWER-STAND.

room, filled with pots, offered an agreeable picture to the eye, and the scent of the rose and the heliotrope mingled with the soft summer air that floated in through the windows of the well-ventilated and admirably-lighted room. The men were unusually tidy, and their voices fell into subdued tones as the business of the day went forward. The women, clad in dark and close-fitting garments, chatted and laughed among themselves as they worked in the separate "alleys" provided for them. The air of the place was wholesome.

"But," I asked of the proprietor, "have you had

NO TROUBLE since these men and women have been thrown into this close contact daily?"

"Only once," was the reply. "I found one of the men talking rudely to one of the girls on the staircase, soon after we began, and I kicked him down stairs and out into the gutter! That was the end of him in this office, and I have had no trouble since."

What the *Traveller* has done in Boston might be done elsewhere, and it is certain that the nimble fingers of the women printers are quite as well fitted by the law of Nature to put the

types in place as the clumsy digits of the men. The cry of the agitators goes up to Heaven daily in protest against woman's exclusion from fields of active industry—yet those who cry the loudest are not the workers. The women who are willing to do an honest day's work for an honest day's pay are those who find such reason for contentment as the sunny-faced, industrious damsel whom I saw "at ease" in Boston.

PAUL PEEBLES.

CREAM OF THE DECEMBER MAGAZINES.

CHOICE BITS FROM THE NEW NUMBERS.

Oliver Wendell Holmes declares (in the December *Atlantic*) that the Preacher would not say now that "there is no new thing under the sun"—if he should come to life for a little while, and have his photograph taken, and go up in a balloon, and take a trip by railroad and a voyage by steamship, and get a message from General Grant by the cable, and see a man's leg cut off without its hurting him. If it did not take his breath away and lay him out as flat as the Queen of Sheba was knocked over by the splendors of his court, he must have rivaled our Indians in the mid-admiration line.

Yet, says the Doctor, it is a strange thing to see what numbers of new things are really old. There are many modern contrivances that are of as early date as the first man, if not thousands of centuries older.

But there are some things that the witty poet wants to live long enough

to see—for example, these:
"I want to hold the skull of Abraham in my hand. They will go through the Cave of Macpelah at Hebron, I feel sure, in the course of a few generations at the furthest, and as Dr. Robinson knows of nothing which should lead us to question the correctness of the tradition which regards this as the place of sepulture of Abraham and the other patriarchs, there is no reason why we may not find his mummied body in perfect preservation, if he was embalmed after the Egyptian fashion. I suppose the tomb of David will be captured by a commission in due time, and I should like to see the phrenological developments of that great king and divine singer and warm-blooded man. If, as seems probable, the anthropological section of some manages to get around the curse that protects the bones of Shakespeare, I should like to see the dome which rounded itself over his imperial brain. Not that I am what is called a phrenologist, but I am curious as to the physical developments of these fellow-mortals of mine, and a little in want of a sensation."

I should like to live long enough to see the course of the Tiber turned, and the bottom of the river thoroughly dredged. I wonder if they would find the seven-branched golden candlestick brought from Jerusalem by Titus, and said to have been dropped from the Milvian bridge. I have often thought of going fishing for it some year when I wanted a vacation, as some of my friends used to go to Ireland to fish for salmon. There was an attempt of that kind, I think, a few years ago. We all know how it looks well enough, from the figure of it on the Arch of Titus, but I should like to "beef" it in my own hand and carry it home and shine it up (excuse my colloquialisms), and sit down and look at it, and think and think until the Temple of Solomon built up its walls of hewn stone and its roofs of cedar around me as noiselessly as when it rose, and there was neither hammer nor axe nor any tool of iron heard in the house while it was in building."

Mr. Parton tells us, in the *Atlantic*, that

ALEXANDER HAMILTON

was singularly incapable of Americanization. Besides having arrived here a few years too late, his mind was invincibly averse to what we may call the low-metaling spirit—the true public spirit, generated by the habit of acting in a body for the good of the whole, putting questions to the vote and accepting the will of the majority as law. His instincts were soldierly. How he delighted in all military things! How he loved the recollection of his seven years' service in the army! In later years, though under a political necessity to detest Bonaparte, he found it impossible to do so with any heartiness, so bewitched was he with the mere skill with which that marauder of genius devastated the heritage of the people of Europe. He delighted to read of battles. It pleased him to have a tent upon his lawn, because it reminded him of the days when he and Lafayette and Meade and the young French officers were merry together; and he always retained in his gut something that betrayed the early drill. But it is questionable if he could ever have been greatly successful as a general, because, unlike Bonaparte, he thought officers were everything and soldiers nothing.

QUEEN ELIZABETH

is "touched up" by Julius Henri Browne in the *Galaxy*. Here is a new light thrown upon her:

"Elizabeth could not forgive in any of her sis-

ters the possession of gifts and graces which she must have been privately conscious were lacking in herself. Mary Stuart's unpardonable offence was her beauty and seductive charm, and her rival was never able to regard with kindness the men who, willing to forget the woman in the sovereign, had sought her hand, and afterward wedded where inclination led. There is a species of dismal compensation in all conditions of life. If Elizabeth failed to awaken in any masculine breast the flame with which she hoped to kindle the torch of her vanity, and if her vestal assumptions were not always credited, she had the good fortune, so surrounded was she by distinguished soldiers, statesmen and scholars, to shine with the light reflected from them, and bear in history a glory not her own."

ORIENTAL SPORTS

are admirably described and illustrated in *Lip-pincott's*, by Fannie R. Fudge—a new name in magazine literature, or a non de plume; who knows? "Only a little girl, hardly in my teens, when I went to the East," says this lady, "I was more impressed than an older traveler might have been by the peculiar character of Oriental sports. The attraction was doubtless heightened by the wondrous fascination of the gay tropic scenery, all aglow with a new, strange life, the airy lightness and rainbow-tinted adornments of Eastern architecture, the glittering spires that seemed to pierce the very heavens, the softened light of the narrow streets and the warm rich colors of the flowing costumes. But, apart from all this, some of the pastimes are wonderful, and all look quaint enough to our Western eyes. Imagine, for example, dignified judges, gray-haired grandfathers, and corpulent, well-to-do merchants engaged in kite-flying in propria persona, while their children are only spectators!"

Besides dancing, which is a profession in the East, and kite-flying, which is a popular pastime, the gymnasts do wonderful things. Here is an account of one of the agile games:

The stage being cleared, an iron frame wrapped with red previously dipped in alcohol or spirits of turpentine, and ignited, was produced, and a score or so of the gymnasts proceeded to turn somersaults over it, both singly and in groups. The tumbling was performed with surprising agility—some walking on their hands, others on their elbows, and all seeming capable of putting their limbs in whatever position they desired, their grotesque motions looking more like those of squirrels and wild monkeys sporting at will in their native woods than like anything human. As these disappeared, two enormous lanterns of oiled silk, one in the form of an alligator and the other of huge horned serpent, glided noiselessly upon the stage. Each was brilliantly lighted, and its motions guided by a man concealed within, who cautiously surveyed the ground and measured with wary eye the strength of his foe. Presently they rushed furiously to the attack, spouting fire-rockets and hissing forth flames and smoke from fiery jaws and expanded nostrils, while fierce acrobats, dressed in skins and feathers from some subterranean vault, and were answered by hideous yells of rage, as if from the fabled Tartarus itself. At length the alligator gained the day, spread wide his capacious jaws, swallowed his vanquished foe, and then, with an air of intense satisfaction, made his exit, leaving in his trail a succession of brilliant fire-rockets that continued whizzing and belching forth fire and smoke long after the monster had disappeared.

These and many similar feats of agility I saw frequently performed by bands of trained gymnasts belonging to the establishments of wealthy nobles. They are reckoned a necessary part of a man of rank, but, though slaves, are never pressed into this service against their own wish. On the contrary, the position being regarded as one of both honor and emolument, besides securing immunity from hard labor, there are probably five times as many who annually make application to enter the lists as are actually admitted. Each noble, anxious that his own gymnasts shall excel all others, holds out various incentives to emulation, and never fails to reward with costly presents any new evolutions of skill or dexterity.

A STORY OF LINET

is told by Prentice Malford, which has a peculiar interest because Liszt was Rubinstein's teacher. Mr. Malford writes: "One evening Liszt was at a very small party in the tiny apartments of one of the sweetest women and most accomplished amateurs it has ever been our good fortune to meet—the Princess Alexandra Czartoryska. There were two pianofortes in the room, and the guests were very few. The hostess's graceful figure made a picture among the hundred rarities of the tiny boudoir and against the heavy folds of artistic drapery which stood for what we only know in its native uncivilization—'upholstery'—and Liszt was a fitting pendant to his Polish friend and patroness. They played together, each on a separate instrument, marvelous duets which made one feel that the pianoforte had been a

thing unknown until his wonderful genius revealed its power, or, perhaps more truly, forced it to speak a language foreign to itself, like those mesmerizers who in a trance give forth sounds whose meaning in their waking hours they could hardly translate. After these duets Liszt played again, this time alone. The wild tossings of the head and hair seemed somehow a part of himself; like some musical Samson he sat there in his strength and his unrivaled power, working himself up unconsciously to that state of exaltation which sat so well upon him. Then, after a pause, he struck a long, sonorous chord, and rushed into his patriotic national hymn. We are afraid to say too much, for language exhausts itself so soon, and one falls so easily over the other edge of enthusiasm—i. e., into platitudes."

WHO INTRODUCED JOAQUIN MILLER?

The *Cincinnati Commercial* says: Three years ago this autumn we found in one of the San Francisco journals, among some critical notices, a brief review of a volume of poems published at Portland, in Oregon—under what title we forget—and in which, somewhat summarily dismissing the book itself, the critic quoted several peculiar stanzas, one of which read as follows:

"I am an old unlearned, uncouth,
From country come to join the youth
Of some sweet town in quest of truth;
A West, for in whence no good may come,
I stand apart as one that's dumb;
I hope I feel I have a home—
I plunge into my wide again."

This stanza, as copied in the newspaper notice, seemed to us perhaps the author's own expression regarding himself, struck us with its peculiar quaintness, and having reprinted it with a brief word of explanation as coming from the first published book of Oregon poems, we found that nearly all the newspapers East and West, beginning, if we remember rightly, with the *New York Sun*, repeated the stanza and paragraph.

Such, therefore, was, we believe, Joaquin Miller's first poetic introduction to an Atlantic audience. Last year, among the extracts that came over to us from London in advance of the "Songs of the Sierras" in volume, we were surprised to find and recognize the stanza to which we had given currency eighteen months or two years previous; it is on page 170 of the Boston edition. So, after all, Joaquin Miller had his wide hearing through the columns of a *Cincinnati* journal. We relate this as a pleasant fact—not as one new very valuable to Mr. Miller or ourselves. How long, nevertheless, might he have slept in those "continuous woods where rolls the Oregon," as Bryant's already ancient proverb has it, "and hears no sound save its own dashings," if he had not made that strange and daring visit to London, and found the English *literateurs*, jaded and suffering under the long, slow jaundice of Tennyson, eager for something new, and ready to recognize in this impetuous burst of Western air and sunshine, with its hitherto unspoken but now suggestive grandeur of shape and color—with its men and women as picturesque and lawless as the landscape—a prophecy at least of possible escape from the oppressive hot-house air of artificial English verse-making.

A GOOD WORD FOR AMERICAN TEACHERS.

James R. Boies, of the University of Chicago, writes in the November number of the *Illinois Teacher* in defence of the higher classes of American schools and colleges, as compared with similar institutions in Europe. Some of his conclusions are open to criticism, but he is so evidently in earnest that his paper is worthy of attention. We copy a few paragraphs:

It is generally supposed that the European teacher is more thoroughly trained for his work than the American, before he is allowed to take any position; and there may possibly be some truth in this idea, but I think it has at least been greatly exaggerated. Many persons, doubtless, enter the teacher's vocation in this country with a very unsatisfactory preparation, and learn how to teach, if they in fact ever learn, by crude and unattractive experiments on our youth. This is a great evil. But it is not confined to our country, nor to teachers of American birth. Nor is the evil so much greater here than abroad, as is often supposed. It is also, I believe, more rapidly diminishing among us than in the old world. Nowhere, except in Germany, is the science of teaching so much discussed, so carefully studied, as in the United States; and nowhere, not excepting Germany, are the seminars for training teachers, especially for training female teachers, so efficient, so thoroughly organized, and so highly appreciated as with us. Nowhere else are they exciting as wide and powerful and beneficent an influence. I speak of what we are accomplishing to-day. I may add that nowhere else are the improvements so rapid and so manifold. Those of us who are now in the ranks of the veterans, and who can look back a quarter of a century or

more, have witnessed improvements of which we once had no conception.

Another point, the importance of which can hardly be overestimated: American teachers, more than any other, are studying the school systems of other lands, and seeking to adopt what is best, wherever found. A teacher in England or France seldom or never talks or thinks of adopting any improvements from any foreign country; and the Germans generally suppose that all which is truly valuable in the art of teaching lies within the boundaries of their own empire. Not so with the Americans. They are found with eyes and ears open in every country of Europe; and, especially, every city of Germany teems with them. They are not there as servile imitators—servility is not natural to an American; nor are they too proud and self-sufficient to observe and adopt new methods and new ideas, so far as they are truly valuable. Thus, we have continually brought among us from all lands whatever is best.

In what I have said above I have had in mind chiefly our common-school education. But is not the higher education, especially in the classics, some one may ask, incomparably superior to ours? Many persons suppose so; and the opinion was undoubtedly truthful forty or fifty years ago; but great changes have taken place since then. I am convinced, from personal observation, that the best classical schools of Great Britain to-day stand below the best in the United States. The instruction in Edinburgh, Westminster, Rugby and other famous schools is not so good as in Andover, Boston, Providence, New Haven and several other places in this country. In Germany alone is the classical education superior to that of this country; and even there the superiority lies mainly in the extent of the curriculum rather than in the method of teaching and the quality of the education. For be it from me to disparage German classical scholarship, to which I am myself so greatly and constantly indebted. I have witnessed in Germany teaching and recitation which seemed to me at the time perfect; but, on a nearer and more careful inspection of the work of the pupils, I became convinced that it was no nearer perfection than I have seen in several places in this country. Could our courses of classical study be equally extended with those in Germany, I believe we should produce even better results. The youth of our country are certainly not less apt to learn and eager for knowledge; while the motives to strenuous effort in this great and free country, whose future is the brightest under the sun, are incomparably stronger than anywhere within the confines of the European monarchies.

HOW GOLD-LEAF IS MADE.

The process of gold-beating is exceedingly interesting in its various details, and requires the exercise of much judgment, physical force and mechanical skill. The gold must first be properly refined, and the next process is to properly alloy it, after which it is placed in crucibles and melted, from which it is poured into iron moulds which measure ten inches in length by one inch in breadth and thickness. When cooled, it is taken out in the shape of bars. These bars are then rolled into what is called "ribbon," usually measuring about eighty yards in length and the thickness of ordinary paper, and retaining their original width. These "ribbons" are then cut into pieces an inch and a quarter square and placed in what is called a "cutch," which consists of a pack of French paper-leaves resembling parchment, each leaf three inches square, and the pack measuring from three-quarters of an inch to an inch in thickness. They are then beaten for half-an-hour upon a granite block with hammers weighing from twelve to fifteen pounds, after which they are taken out and placed in another pack of leaves called a "shoder."

These leaves are four and a half inches square, and the gold in the "shoder" is beaten for four hours with hammers weighing about nine pounds. After being beaten in this manner, the gold leaf is taken out of the "shoder" and placed in what are called "molds." These "molds" consist of packs of leaves similar to the other packs, and made of the stomach of an ox. After being made ready in the "molds," the gold is beaten for four hours more with hammers weighing six or seven pounds each.

It will be noticed that the thinner the leaf becomes, the lighter are the hammers used, and it is also necessary in beating the gold, especially in striking the "mold," that the blow should be given with the full flat of the hammer and directly in the centre of the "mold." Should the beater strike with the edge of the hammer, there is every chance that the leaf will be broken and the pack spoiled. The leaf, after being taken out of the "mold," is cut into squares of three and three-eighths inches, and placed in "books" of common paper. Each "book" consists of twenty-five leaves, and there are twenty "books" in what is known as a "pack."

Gold foil is made in a similar manner to gold leaf, except that the sheets are thick and are annealed separately, while the chief distinction is that it has, if a genuine article, no alloy whatever. The article known as "German gilt" is not made from gold at all. The wood upon which it is to be placed is made smooth, and then painted with a preparation which, being covered with silver leaf, has the property of producing a gold-like appearance.

A STUDY.

BY ALICE MARLAND WELLINGTON.

I think, indeed, 'twas only this that made
Her seem peculiar; namely, she had no
Fecularity. The world to-day
Expects us to be odd; to wear our hair
Extremely long or else extremely short;
To have decided views on some one point,
Or else unsettled views on all. But she
Was living simply what she wished to live:
A lovely life of rounded womanhood,
With no sharp, salient points for eye or ear
To seize and pass qu'it judgment on. She was
Not quite content to let the golden days
Slip from her fingers like the well-worn beads
Each night with dull, mechanical routine.
But yet she had no "central purpose," no
Absorbing aim to which all else must yield;
And so the very sweetness of her life,
Its exquisite simplicity and calm,
Musical in its silence, struck the ear
More sharply than a discord would have done.
Just as at sea, we grow accustomed to
The jar and clang of harsh machinery,
And sleep profoundly in our narrow berth
Amid the turmoil; but if suddenly
The noisy whirr is silent, and the deep,
Low murmur of the moonlit sea is all
That stirs the air, we waken with a start,
And ask in terror what has happened; then
Sink back again and smile to think, indeed,
That silence should have wakened us!

Alas!
The world has grown so feverishly hot,
With restless aims and small ambitions, that
A life which has the cool and temperate flow
Of healthful purpose in its veins will seem
Peculiar!

—Galaxy for December.

LITERARY NOTES.

Nearly 30,000 copies of Tennyson's "Garath and Lynette" were taken by London booksellers.

The volumes collected for the Strasbourg Library already amount to fifteen thousand, and some thousands more are in the hands of the Committees in Paris and Italy.

Mr. Morris' new poem will probably attract attention as a metrical experiment, if on no other grounds. Mr. Morris has endeavored to revive and to improve upon the method of alliterative versification found in older English writers.

Professor John C. Harkness, editor of *Harkness' Magazine*, published at Wilmington, Del., offers \$300 in prizes for the best essays, stories, poems, etc. His magazine is a live contribution to the educational literature of the day, and has attained deserved success.

The number of bookellers in France and her dependencies is 5,674; printing offices, 1,399; lithographic establishments, 1,624. About one-fifth of the first class, one-eighth of the second and one-fourth of the third are in Paris. There are 2,393 periodicals, of which 846 are in Paris.

A volume of essays, by Prof. Cairnes, entitled "Essays in Theoretical and Applied Political Economy," which is to be issued in England before Christmas, will contain, amongst others, a series of studies on the recent gold discoveries, and their influence on prices. The volume will be succeeded by another, containing essays on political questions.

The veteran William Howitt is again in the field with a translation of "The Religion of Rome described by a Roman." Very recently the publication of the original in Rome caused a great commotion, and its translation into English has been undertaken by Mr. Howitt with the author's express permission. Mr. Howitt has written an Introduction, which is itself being translated into the German and other languages.

Le Royaume d'Yvetot, which in most people's minds stands on a level with *le pays de Cooigne*, has just received the honors of an historical monograph. The rights and privileges of the king of Yvetot were quite real. Louis XI. and Henri IV. treated the miniature sovereigns with respect, and though a legend which dates the independence of the fief from Clovis is untrustworthy, a *roi d'Yvetot* seems to have reigned as early as the twelfth century. The kingdom was sold—like the Roman empire or the principality of Monaco—in the fifteenth century, and fetched 1,400 gold crowns.

Among the forthcoming books of the Autumn in New York is a spicy volume, now in the press of J. S. Redfield, written by Mr. Charles Chamberlain, Jr., of the *Commercial Advertiser*, and entitled "The Servant-Girl of the Period the Greatest Plague of Life." It relates the adventures, mishaps and miseries of a newly-married couple, Mr. and Mrs. Honeydew, whose lives are made mournful by the tyranny of the ladies of the kitchen. As there is no American housekeeper who has not had her full share of this sort of suffering, so no housekeeper will fail to be interested in the history of the Honeydews. Perhaps the author of the volume will be so good as to suggest a remedy for the evil he describes.

"An Admirer of Keats" prints in the *Athenaeum* a version of his sonnet "To Sleep," which differs considerably from the one published by Lord Houghton in his "Life and Letters." It is apparently a first draft, and was found written in the margin of a copy of Mil-

ton, which had been lent to the poet. After the third line it continues, instead of "Enshaded in forgetfulness divine."

"As wearisome as darkness to divine:
O soothest sleep! if so it please thee, close
Mine willing eyes in midst of this thin hymn,
Or wait the amen, ere thy poppy throws
Its sweet-dark-dew o'er every pulse and limb:
Then shut the hushed cockpit of my soul,
And turn the key round in the closed wards,
And let it rest until the morn."

The next line contains various corrections, and the end of the sonnet is wanting. The writer also quotes a few of Keats' prose annotations in the same volume, which was in the possession of the late Mr. Dilke; they are different in some respects from those reprinted by Lord Houghton from the *American Dial*.

Notes in Science and Art.

THE UNKNOWN PLANET.

Mr. Hind, the English astronomer, whose curious theory concerning an undiscovered planet supposed to be revolving near the sun, within the orbit of Mercury, was mentioned in the columns of the *SCHOOL JOURNAL* a fortnight ago, is already in hot water. We find the following statement in the last number of *Nature*: "We propose to revert to the subject as soon as Mr. Hind has further discussed it, as we learn that in consequence of errors in some of the calculations made by some who have previously inquired into the subject, a revision of some of the results announced in Mr. Hind's letter is necessary."

SAVANS GOING AROUND THE WORLD.

A natural scientific expedition is about to be dispatched by the British Government, to circumnavigate the globe. The vessel set apart for this purpose is the corvette *Challenger*, of 2,306 tons, under the command of G. S. Nares, R. N., well known as the author of a valuable book on seamanship, who has seen a great deal of active service, formerly in Arctic exploration, and latterly in the Suez survey, which he now leaves to head this expedition. On the scientific staff are Professor Wyville Thompson, F. R. S., as Director; J. V. Buchanan, of Edinburgh University, chemist; H. N. Moseley, of Oxford, naturalist; Dr. Von Willmanns Buhm, of Munich, naturalist; John Murray, of Edinburgh University, naturalist. The three naturalists take charge respectively of the invertebrates, the vertebrates and botany. Professor Thompson assumes the charge of the general zoological work. A photographer is also assigned to duty. The whole expedition is under the immediate direction of the hydrographic department of the Admiralty, and the ship is fitted out with a magnificent collection of scientific apparatus.

ARTIFICIAL CLOUDS.

A foreign scientific writer describes the ingenious method by which the vine-dressers in the neighborhood of Lyons, France, manufacture artificial clouds for the protection of their vines. Receivers, filled with a peculiarly prepared tar, are disposed over an area of many acres, and, when the tar is ignited, thick white clouds rise into the atmosphere, and, spreading out evenly over a large region, remain suspended several yards above the soil. In seasons when frost is feared, the tar-clouds interpose between the crops and the sky, thus checking the night radiation which often causes such ravages in vineyards and gardens, both in spring and at harvest-time. This experiment of the French husbandman is therefore something more than a curious scientific feat—it is a valuable agricultural contrivance, all the more useful from the simplicity and cheapness of its machinery, a few dollars' worth of tar being ample provision for a season until the dangers of frost are passed or till the crops can no longer be injured.

NEW USE FOR SILICA.

In the *Revue Chimie*, M. Müller describes a process of forming ornamental and useful objects of pure silica. The silica is reduced to an impalpable powder, formed into a paste, and moulded. When heated to bright redness, the grains fuse together, become very coherent, and form objects of great durability.

THE METRIC SYSTEM.

The International Metric Commission have finished their labors for the present. M. Treseha has reported to the French Academy of Sciences the various steps taken, by means of which it is hoped that every country may be furnished with accurate copies of the standard metre and kilogramme.

FEMALE SCULPTORS.

A new candidate for the honors of American art appeared last week at the Kings County Fair in Brooklyn, in the person of Miss Julia Griffin, of that city, who was engaged for several days in modeling from life a bust of Gen. Jourdan. This young lady gives promise of great excellence in the field of art to which she has resolved to devote her energies. She began to model at a very early age, and has achieved proficiency almost without aid from masters. Miss Vinnie Ream also appeared at the Brooklyn Fair last week, attracting much attention.

THE FEMALE SCHOOL OF ART IN LONDON.

The Female School of Art in Bloomsbury, London, is showing the results of good work. At the last annual exhibition, held in October, several of the pupils contributed paintings of which the critics speak favorably. The "Queen's Gold Medal" was the prize of a charming de-

sign for a fan and other drawings by Miss Alice Blanche Ellis. Miss Emily Austin, who has obtained the Queen's Scholarship of £30, and a national bronze medal, exhibited some lovely floral pictures; Miss Anne Hopkinson some striking studies in familiar horticultural productions; Miss Ellen J. Hancock, the winner of the national silver medal, produced a beautiful picture in tempera of the passion flower. Some time ago Sir John Bennett offered a prize of a gold watch for the best designs for the front and back of watches. This has been obtained by Miss Agnes Lerson for several chaste and effective designs; the second rank in merit being assigned to Miss Alice Ellis. Another interesting feature in the exhibition was a number of original illustrations of scenes in poetry. This is a species of art study susceptible and well deserving of extensive imitation, common ink or sepia sketches being executed in the margin of the book opposite the scene attempted to be realized by the student.

HIRAM POWERS' NEW STATUE.

Mr. N. D. Morgan, of this city, has recently added to his gallery the new statue by Hiram Powers, entitled "Paradise Lost." It is a figure of Eve, of heroic size; the face is raised, and one hand points to the serpent at her feet, while the other is thrown across her breast in acknowledgment of her sin and in self-accusation. Mr. Powers says of his ideal: "She is not a goddess, but a woman, a primitive woman, the mother of mankind. She has never been in society, nor is she educated. Such has been my design, but imperfectly carried out."

RELATIONS OF EDUCATION AND LABOR.

AN IMPORTANT OFFICIAL REPORT.

Through the courtesy of Commissioner Eaton we have received an advance copy of the latest "Circular" issued by the Bureau of Education, containing valuable information concerning the present condition of education among the working classes of the United States.

In April last, Commissioner Eaton solicited replies to a circular sent to employers and others, in all parts of this country, in reference to the character and capacity of different classes of laborers. The questions were eight in number, and the last two were as follows:

7. Whom would you, as an employer, choose for positions of trust, such as foremen or superintendents, persons unable to read and write, or those having the rudiments of education, or those possessing a superior education, all other things, such as skill, strength and fidelity, being equal?

8. What do you regard the effect of mental culture upon the mental and social habits of persons who have been in your employ? Do they, as a class, live in better homes, or with better surroundings? Are they more or less idle and dissipated than the untutored classes? How will they compare for character, for economy, morality and social influence among their fellows?

Replies have been received from some of our largest manufacturing establishments, and from individuals who have made a careful study of the subject. From the mass of evidence thus accumulated we make the following interesting extracts:

A mill owner in Rhode Island says: "I consider educated laborers as more skillful in every department of my mill. Those possessing the qualifications of reading and writing, and having an inclination to study, usually aim at a higher standard than their present employment. So far as my experience goes, I think the heads of families are too eager to gain their living from the labor of the children, and the children are kept to work in the mill, and, by their close attendance, rather blunt their desires to attain a common-school education."

A Massachusetts manufacturer says: "The want of an education deprives many from positions of trust who have natural abilities for those positions, and I should not employ uneducated persons for places of trust, or even for foremen. I am more troubled to get educated labor than any other class. Education softens and refines, while ignorance debases and brutalizes the men."

A California writer states that he employs many classes of laborers, principally farm-hands, gardeners, teamsters, carpenters, blacksmiths, masons and plasterers, clerks, book-keepers, shepherds, cattle, hog, and horse herders, from nearly all countries, including China; and his testimony is as follows:

"Additional skill and efficiency would increase productivity, and consequently the value of services and wages, in my judgment, from 25 to 50 per cent. This is, however, simply an estimate, and in numerous cases would be too wide of the mark to be of any value, so much depending on the cultivation of fixed habits of industry and the proper training of the moral character, as parts of education. This is also supposing that the man would rise no higher than to work for wages. The ability to read and write, in a large proportion of cases, transforms a man from an employee to an employer. More education takes him from the labor of hands to that of mind, and wealth and position follow."

An excellent report on this general subject by Richard J. Hinton, is embodied in Mr. Eaton's pamphlet, and from this we copy the following passages:

OUR PERILS.

Causes are in operation which, it is evident, have already produced great changes in the character of our working-people, skilled and unskilled. Labor's tidal wave of agitation, which has been so momentous in its movements across the Atlantic, has at last reached our shores, and affects the general sentiment.

That agitation grows more important with every year. Education of hand and brain, moral and material, is the chief ingredient to accomplish a peaceful and just solution of this or any other issue that affects the common weal. Skilled labor is a powerful lever for civilization, but it must be skill which has not only natural ability and manual dexterity, but acquired and appropriate knowledge and rectitude of purpose, to sustain itself. Skill of the

muscle is excellent, but a trained brain gives force and direction to its power. Industrial and commercial movements are only secured by peace. That can only be achieved by education; by a certainty that each individual has free opportunity, and that the community is in the main under the direction of its better purposes. Labor needs security for progress. Educated skill is the best of commodities. Is it not a matter of joy to feel that the school-house is better than the jail? It is estimated that but 2 per cent. of the inmates of our penitentiaries belong to the professional class, and 16 per cent. to the farming and mechanic class, while 82 per cent. come from the great mass of unskilled laborers. Of the 16 per cent. included in the second division only about 6 per cent. are skilled artisans and mechanics.

GROWING IGNORANCE AMONG FACTORY OPERATIVES.

What more striking evidence can be afforded than this, of the economic and political value of such education as is directly related to the training of skilled labor? In other words, in the United States we must take this matter of technical instruction into account, as a necessary constituent of any comprehensive system of public education, or find ourselves lagging sadly behind, alike materially and morally. Without it we shall lose our place as a leading nation. Such facts as those presented in reports made by the Massachusetts Bureau of Labor Statistics are pregnant proofs of the existence of marked tendencies to mere machine-labor, and of the substitution of a coarse and illiterate laboring population in sections where, a generation since, we found employed one vigorous and intelligent "native and to the manner born." The last report from that bureau speaks of the great change in the character of the agricultural population of New England, "by the substitution of ignorant and unskilled foreign labor for the intelligent school-taught labor of a former period."

It gives startling proofs of this change in other employments. The growing ignorance among factory operatives is a prominent feature of the testimony collected. In one Massachusetts establishment, out of a working force of 1,600 persons, there were 500 who could neither read nor write. In the statistics of 73 woolen-mills, it appears that among their employees were 182 wholly illiterate adults; while out of 464 children employed, 284 were reported who had not been sent to school. It is estimated that there are 20,000 illiterate children growing up in the city of New York. These are eager recruits for the red army of the "dangerous classes." In Massachusetts it is quite evident that the alarming increase of an illiterate population is largely due to the over-long hours of labor, and, as a consequence, physical inability for study.

INDUSTRIAL EDUCATION OF WOMEN.

IMPORTANT MOVEMENTS IN GERMANY.

Through the efforts of one of Queen Victoria's daughters, the Princess Alice, consort of Prince Louis of Hesse, several important movements for the industrial education of women have been commenced in Germany. In Darmstadt, last month, a public meeting was held by the *Frauenring*, composed of delegates from the German Female Educational and Industrial Association, while the Princess has been actively engaged in organizing for ten years past.

The "Alice Bazaar," an institution for the sale of female handwork, under the superintendence of a committee of ladies, was established in 1862. The foundation of this institution by the "German Female Industrial Association" has been attended with the utmost success, and no similar undertaking of this nature which has as yet been established in Germany has produced such satisfactory results. Three-fourths of the articles exposed for sale at the bazaar have been ordered beforehand, so that, to further develop the bazaar, it is not so much orders for goods as additional exhibitors that are required. The majority of the workers belong to the better classes, and this institution has been the means of affording a comfortable income to many ladies at Darmstadt and its neighborhood.

Another association founded by the Princess pursues the same objects as the German Female Industrial Association, but works in a different sphere. This is the association for NURSING THE SICK AND PROVIDING FOR ORPHANS.

This society, in addition to devoting its attention to the care and education of orphans, has also for its object the education of professional nurses, who receive a certain fixed remuneration. By this means a new outlet is afforded for the industrial efforts of the female population, while, at the same time, the assistance rendered to the medical profession cannot be too highly estimated. Instead of the rough uneducated persons who had hitherto been intrusted with the care of the sick, the doctors found at their disposal, in 1869, in consequence of the foundation of this well-organized institution, a staff of experienced and thoroughly well-educated nurses. In the following year an opportunity offered by which the society was thoroughly tested. During the period from the 19th of October, 1870, to the 15th of June, 1871, no less than 926 sick and wounded soldiers were nursed by the Alice Association on 25,738 nursing days.

The readiness with which the Princess always secures every effort for the improvement of the condition of women induced the leading members to hold the first meeting of the Industrial Association at Darmstadt—a meeting the influence of which will extend far beyond the borders, not only of the Grand Duchy of Hesse, but throughout all Germany.

Miss Carpenter, Miss F. Hill, and Miss Winkworth were present as representatives of England. This meeting of women (says the *London Times*) was an evidence not only of the efforts made for the universal establishment of similar beneficent institutions of English origin, but also a proof of the readiness of Germany to second the efforts of England; and Professor Holsendorff especially alluded to the great services which Miss Carpenter had rendered, not only to the suffering women of England, but also to those who were confined in India.

Princess Louise of Hesse received very nu-

merous proofs of the sympathy of the lady delegates, one of whom—Fran Wistenfeldt, of Hamburg—said that her Royal Highness had carried into practice what had hitherto been regarded as a mere ideal for improving the suffering lot of mankind.

The following principles were unanimously agreed to by all those who took part in the debates: "An important reform is required in female education; the female sex must be made more free and independent; and the higher and middle classes must receive a more comprehensive education if the female sex is ever to be raised from the position in which we regret to find it at present. These reforms must be commenced with the earliest education of children, and the efforts made in this direction by Froebel and the 'kindergarten' met with universal approval."

It was universally resolved, as regards the education "of the elder girls, that they must receive not only a better preparation for domestic life (a point which was especially insisted on by Frau Simon, from Dresden, and Fraulein Louise Bührner, from Darmstadt), but it was also necessary to pay greater attention to the mental development of an interest in the practical problems of life. With respect to this point, the information afforded by Miss Winkworth of the exertions of the Union for the Education of Women in England was received with universal approval. A girl who has been well educated is, when married, fitted to be a trustworthy and active assistant to her husband; or should she not marry she will be able to support herself honorably, and thus by her efforts contribute to the welfare of the State. Employed as telegraphists, and in certain branches of the railway and postal service, together with office and counting-house work, were suggested as occupations more especially suitable for women. The delegates agreed to a vote of thanks to the German Parliament for the attention which had already been bestowed on the petitions which had been addressed to it, and recommended other Governments to follow the example of the Grand Duchy of Hesse, which employed women in its Statistical Department.

In conclusion, it was agreed that the future

INDUSTRIAL EDUCATION OF WOMEN.

should not be confined to any single country, but must be internationally adopted. A proposition of Miss Carpenter for the establishment of an International Union for the Industrial Education of women was unanimously adopted. The Presidency of the Union was offered to Princess Louise of Hesse, as the gracious patroness for all efforts for the improvement of the condition of women. Miss Florence Nightingale, Miss Margaret Carpenter, Miss Susan Winkworth, Miss Florence Hill and Miss Mewether were nominated correspondents of the society, and these names afford an assurance that this newly-established society will earnestly undertake the solution of the problem which they have set before them.

WOMAN'S WORK AS TEACHER.

A lady teacher writes sharply and truly in the *American Educational Monthly* on the subject of woman's work as teacher. She says:

School committees, with the weight of the education of the "coming man" and coming woman upon their hands, will give a lady teacher only one-half, one-third, one-fourth, one-fifth, as much salary as a gentleman, to take charge of their district school, and yet that they have made a poor bargain at that. It is the same old story; flattery, a world of pretty compliments, any amount of sublime twaddle about angelic beings, lightly overlying just such sneers as I have mentioned. "The praise of men is not a test of our precious worthiness," says Whately, "nor is their censure; but either should set us upon testing ourselves."

I have been interested in this matter of teacher's wages; I have been surprised to know that in Vermont the salaries of women range from \$8 per month (with board?) to \$750 per year, while those of men range from \$20 per month to \$1,600 per year.

Looking for the cause of this disproportion, I have gone from the wages to the work of women, and I confess to find more cause for surprise and dissatisfaction here.

They tell us that the profession is crowded, that "every school committee man knows that while there is a flood of applications to teach primary schools, the competition rapidly diminishes as the scale ascends; while to obtain a good high-school teacher who can take classes in Latin and French is exceedingly hard. As to Greek, it is not to be thought of." And he goes on: "It is very rare to find American-bred girls who are good linguists, either as to ancient or modern tongues. Of those who seek places as teachers in the schools, the vast majority are of the 'old world' type. French must therefore be taught by a foreigner, and Latin by a man."

One would think that inasmuch as teaching is an ancient and noble profession—almost the only honorable profession of long standing for women, that some—more than an occasional one of the bright girls who are the pride of examination days at our academies, would have an ambition to stand high in it.

"There is room at the top," you know Webster said of his profession; and it is true of this, not only that there is room there, but that there is need there, and no inequality in the matter of wages or esteem.

EDUCATIONAL NOTES IN THE WEST.

It is difficult for one who does not know the far West from personal observation to do justice to the educational activity of that region.

"Of course you cannot expect to find good schools in such a new country," Eastern people say apologetically, never dreaming that our best common schools are largely in the new States. Nowhere are they better housed and furnished, or more liberally endowed. And the higher education is by no means lagging. Nebraska is but six years old, yet her leading city, Omaha, boasts the finest High School building in the country, erected at a cost of \$250,000. The High School building at Lincoln cost \$40,000; and the State University, in the same city, has been housed at a cost of \$150,000. The last-named institution, now in its second year, has an organization in every department of learning, a productive endowment adequate to its complete maintenance, and an endowment in lands from which it may reasonably count on receiving not less than \$3,000,000. An agricultural college is situated in the west, and the schools of law, medicine, engineering and the mechanic arts are promised commodious buildings and other material requisites within ten years. As the policy of the University is to admit women to all departments on equal terms with men, several scholarships will be filled by ladies. —*Christian Union*.

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SPECIAL NOTICES.

WEBSTER'S

Pocket Dictionary
OF THE ENGLISH LANGUAGE.

Abridged from Webster's Quarto, illustrated with nearly two hundred engravings on wood. This volume embraces a careful selection of more than 100,000 of the most important words of the language. The introduction contains lists of the most important abbreviations, tables of money, weight and measure, etc., from the Greek, Latin, and the Modern Foreign Languages. RULES FOR SPELLING, etc., etc., making altogether the MOST COMPLETE AND USEFUL POCKET COMPANION EXTANT. It is beautifully printed on tinted paper, and bound in morocco. Tucks, gilt edges, 21. POST PAID EVERYWHERE. Sent by mail on receipt of the price.

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STEEL PENS.

These celebrated Pens are increasing very rapidly in sale, owing to their excellent manufacture. They are of superior English make, and are famous for their elasticity, durability and evenness of point. For sale everywhere.

For the convenience of those who wish to try the pens, we will send a sample Card, containing all of the 12 numbers, mail on receipt of 25 cents.

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REMOVAL.

FAIRBANKS' BUSINESS COLLEGE
Will be removed early in October to spacious and elegant rooms at

BROADWAY AND TENTH STREETS.
When the removal, the institution will be placed on a first-class footing in every respect. The rooms will be furnished in superior style with new cooking-house furniture of the best description, and the best course of instruction be guaranteed.

A FAVORABLE OPPORTUNITY
For young men desiring a business education. \$25 saved by purchasing a scholarship before the removal. After that, owing to increased expenses, the rates of tuition will be advanced fifty per cent. Immediate application necessary. APPLY AT THE OFFICE OF THE COLLEGE, 118 BROADWAY.

Office of the Department of Public Instruction, 15, CORNHILL AND KING STREET, New York, November 15, 1872.—Sealed proposals will be received at this office until the second day of December next, at 3 o'clock P. M., for supplying for the use of the Public Schools under the jurisdiction of the Board of Public Instruction, Books, Stationery and other articles required for one year, commencing on the 1st of January, 1873.

City and county publishers of books and dealers in the various articles required are hereby notified that preference will be given in all cases to the bids of principals, the committee bids themselves that commissions (if any) hereafter paid to agents or middlemen shall be deducted from the price of the various articles bid for.

A sample of each article must accompany the bid. A list of articles required will be furnished on application to the Clerk of the Board of Public Instruction.

HOOPER C. VAN VORST, Committee
WILLIAM WOOD, on
TIMOTHY BRENNAN, Supplies.

S. S. Packard, at his Business College, 265 Broadway, qualifies young men for first-class positions by imparting a sound business education. The room is the most elegant, spacious and airy of any apartments in the city, and all the classes are under the care of thorough teachers. Call and see for yourself or send for circular.

Slote & Jones, Stationers, Printers
and Blank-Book Manufacturers, No. 59 Fulton Street. Account books made to any pattern. Orders solicited. BENJ. L. SLOTE. JONATHAN JONES.

Post Office Notice.—The Mails for Europe during the week ending Saturday, November 23, 1872, will close at this office on Wednesday at 12 P. M., on Thursday at 11 A. M., and on Saturday at 5 and 11 A. M.
P. H. JONES, Postmaster.

OUR LETTER BOX.

SHAW.—B. G. Northrop's address is New Haven, Conn. He can tell you what course should be pursued by American teachers seeking appointment in the Japanese schools.

HENRY.—Your complaint is technically a just one. Under the rules of our Board the teacher had to strike you, although you might have and probably did deserve punishment. We agree with most of the teachers that corporal punishment is a good thing properly administered.

T. L.—You must be at least eighteen years of age, and possess a grade certificate, or a teacher's license from the Superintendent.

VAN.—Bartlett, in his "Familiar Quotations," at tributes the phrase, "Cleanliness is next to godliness" to John Wesley, but as Wesley himself used it as a quotation, its origin must be looked for elsewhere. In his "Advancement of Learning" Book 2, Article X, "Of Arts concerning the Body," Bacon says:

"Cleanliness of body was ever esteemed to proceed from a due reverence to God."

But in a *Breviary* (Hoffman) this maxim appears as the last Maxim of Solomon, which Rabbi A. S. Bettsheim, of Richmond, Va., thus translates:

"Pleasures be ye ye say, 'The doctrines of religion are involved into (or are next to) carelessness. Carelessness into viciousness. Viciousness into guiltiness. Guiltiness into cleanliness. Cleanliness into godliness.'"

In a letter from Boston to the New York Christian Register, of October 29, 1872, the correspondents quote the following lines as containing, for the first time the common expression, "Tough love to right, to memory dear," but gives no authority for it:

"Sweetheart, good bye! the fluttering sail is swept to wind we far from thee, And soon before the farthest gale, My ship shall breeze upon the sea. Perchance, all devolute and forlorn, But utterance is every clasp."

"Papa, ought a teacher flog me for what I did not do?" "Certainly not, my boy," replied the father. "Well," said the little fellow, "he did to-day, when I didn't do my sum."

The Khedive of Egypt is probably the richest man in the world. His yearly income is \$50,000,000, and he has twenty-five richly furnished palaces within the walls of Cairo.

What is the oldest woman's club? The broomstick.

New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2 50 per year, in advance.

GEORGE H. STOUT, Editor and Proprietor.

NEW YORK, NOVEMBER 23, 1872.

NOTICE.

We are informed by several subscribers that postmasters and letter carriers are in the habit of charging them postage on the SCHOOL JOURNAL. As we prepay postage on every copy sent from this office, we particularly request that subscribers hereafter refuse payment to the carriers, and send us immediate notice of the name or district of the carrier who attempts to collect from them.

Every teacher should be the agent of the SCHOOL JOURNAL. Nothing is of greater importance than that children should be taught the practice of reading for their own interest and pastime. The evils of the streets, the temptations of the night, and the bad influences of associations can thus be forestalled. More than this, the teacher will thus supply himself with the best kind of a text-book for his Reading Classes. A hint in this direction ought to be sufficient.

PRIZES.

We hereby offer to every new cash subscriber for one year at our regular rates, viz.: \$2.50, a copy of a fine steel-plate engraving, entitled "Evangeline." This engraving is oval in form, and is sold at retail for one dollar.

We desire to employ five hundred active canvassers, male and female, for every State in the Union, to increase the circulation of the JOURNAL. Liberal terms offered.

NOTICE TO SCHOOL TEACHERS.

Next Thursday being Thanksgiving, the publication of the SCHOOL JOURNAL will be delayed one day. As there will be no school on Friday, the JOURNAL, although delivered on Saturday, will not be received in most cases by the teachers until Monday. However, it will be found on the news-stands on Saturday.

RELATIONS OF EDUCATION TO LABOR.

One of the useful labors in which the Bureau of Education at Washington is engaged is the compilation of statistics in relation to the effect of education upon the working classes of the United States. The Census reports have already put our people in possession of information concerning the prevalence of illiteracy in different parts of the Union, but it required a supplementary statement to prove that the common-school system has actually elevated Labor—and this is the purpose of the series of investigations lately undertaken by Commissioner Eaton. Last spring a circular letter was sent to the employers of Labor in all parts of the country, to intelligent workmen, and to observers of social problems not personally interested either as employers or employed; and the responses have been grouped and commented upon in a pamphlet of upwards of a hundred pages just issued in Washington. The questions to which answers were desired covered the following points: Character of labor performed; differences in skill or amount of work between the educated and the illiterate; effect of education upon the productive-ness of service; results of education upon the capacity of the laborer; comparisons of economy, morality and social influence. To these queries there have been numerous replies from mill-owners, manufacturers and other employers, from Massachusetts to California. Some specimens of the valuable information given by these practical men will be found on another page of this issue of the SCHOOL JOURNAL, and they will be regarded with interest by every thoughtful reader.

The problem of universal education is one of the most vital elements of our American life. It does not require the concurrent evidence of the intelligent employers who have so promptly answered the inquiries of the Commissioner of Education to prove that the educated laborer commands at once better pay and a higher social rank than his illiterate competitor; for in this country education lies at the

foundation of national progress, material wealth and power. Our common schools are the colleges of the people, and the States in which these institutions have been liberally supported and continually multiplied are far in advance of those in which the question of popular education has been regarded with indifference or contempt.

SMITH ELY, JR.

The announcement of the appointment of Hon. Smith Ely, Jr., to the vacancy in the Board of Education gives general satisfaction, not only to his personal friends, but also to all those who admire his character and are familiar with his public career. Probably no one could have been selected for this responsible position whose appointment would give stronger assurance that our educational interests are to be kept in safe hands.

Though not a native of New York, Mr. Ely has been nearly all his life a resident of this city and identified with its interests during his whole manhood. He was born at Hanover, Morris County, N. J., in 1835, but came here while still a boy, and has resided here ever since, having lived over forty years in the Seventeenth (the old Eleventh) Ward. Mr. Ely was educated at the classical school formerly kept by Prof. Horace Corell in East Broadway; and one of his teachers was Mr. E. H. Jenney, well known to the newspaper world by his long connection with the *Tribune*. Mr. Ely subsequently graduated at the Law School of the New York University, and was admitted to the bar, but gave up practice on account of a failure of his eyesight; and it is as a business man that he has been best known to the community. He has been for many years connected with the leather trade alone, and in partnership with his father, and has amassed a fortune in what is known as the "Swamp," a name which it merited more when Mr. Ely came to New York than it does now.

His new office is not the first which Mr. Ely has held, and it is not his first connection with educational matters. He was a School Trustee for many years, and was always active in promoting the interests of our schools. He has on several occasions been honored with proofs of the confidence of the people in him, having been elected to the State Senate in 1858, and to Congress from the Fifth District in 1870, and in both of these positions he showed great legislative ability and a shrewd, clear sense and vigorous mind which won for him the respect and esteem of his associates. The same qualities marked his course as a Supervisor—the portion of his career most vividly called up by the mention of his name. He held this office from 1860, when he took the place of Mr. Isaac Bell, until the Board was abolished in 1870 (with the exception of one term)—a result which was in great part brought about by Mr. Ely's determined and uncompromising fight against the "Ring." This war is too well known to make it necessary for us to repeat its history; but we may say that, had Mr. Ely then been sustained by the people, the city would have been saved millions of dollars, to say nothing of the disgrace which recent events have brought upon it.

As Mr. Ely is still young, and still possessed of the same energy and good sense which have always distinguished him, we predict for him a long and useful connection with our public schools.

THE RIGHT KIND OF SCHOOL-HOUSE.

A lively controversy has been in progress in Brooklyn during the past week, over the question of the best method of building school-houses. An appropriation having been made by the Board of Education for the preparation of plans for a new building, three prizes were offered by public advertisement for the benefit of competing architects; and when seventeen different plans had been submitted, the principals of the schools were invited to participate in the general inspection and discussion. On Saturday evening last the teachers met together to undertake this work, and the result was a full and frank interchange of opinions. The New York and Brooklyn systems of school management were contrasted, errors were pointed out, and improvements suggested, and the occasion was pleasant as well as notable. Finally, it was resolved "that the New York plan of building furnishes better facilities for teaching than the Brooklyn plan," and so our neighbor kindly consents to follow the general system of housing pu-

pils which has proved effective in the schools of this city. Ample space, plenty of light, thorough ventilation and sufficient supplies of apparatus are common to all the best schools in New York. We are sorry to say that these advantages are not common in Brooklyn. But now that the teachers of that city have expressed their sentiments, at the request of the Board of Education, the latter body will perhaps profit by the judgment of practical men.

ALMOST TOO MUCH TO ASK.

The Superintendent of the Schools of Milwaukee, in the course of his statement of the condition of those institutions for the month of October, complained of the deficient methods for the study of geography, and asked the members of the School Board to apply a remedy. He said: "Many complaints have been made to me by parents and teachers that too much time is wasted for the little benefit that has resulted from the study of this very important subject. After giving the matter considerable attention, I am more than ever convinced that the subject of geography can be more profitably studied than the common methods present." All this is very well. The children certainly should know their maps and be "up" in their geographical learning—but we submit that it would be a severe tax upon teacher and pupil alike to require them to be fully informed in all the particulars of a country which undergoes such rapid changes as this. What was yesterday a Territory is to-day a State, and there is no known prophet who can tell us where or when we shall stop. Atlases which were perfect two or three years ago are almost useless now, and if the restless spirit of American energy does not pause, the labor of preparing new maps will be second only to that of trying to remember all the details of the earlier specimens. Let us, therefore, be merciful to the tender minds, and not ask them to keep equal pace with communities which are pushing yearly into desert regions to carve out fresh and prosperous commonwealths!

By invitation of Hon. Hooper C. Van Vorst, a meeting of gentlemen interested in education will take place on Saturday, November 23, at 2 o'clock, P. M., at the Hall of the Department of Public Instruction, for the purpose of considering the best method of properly representing the educational system of our city at the Vienna Exposition.

Fox Populi.

CORPORAL PUNISHMENT.

To the Editor of the School Journal:—Sir.—The first duty of an individual as a man is to learn how to obey—to obey those who are superior to him—to obey the laws and the customs of the community in which he lives. It is true that none can govern except those who have learned how to obey. Yet how many are there who have not learned this truth. As the boy is, so will the man be. If the boy cannot obey—obey his parents, his employers, his superiors, or his teachers—then as a man he cannot obey. If it were not for the neglect of forcibly inculcating this simple truth into the minds of young men and boys as they grow up, then there would not be the number of failures in the transactions of life that there are, there would not be the great number of criminals in our prisons that there are. And even to-day how many are there who are growing up to this state simply because there are no means by which they can be compelled to do otherwise. I have reference particularly to the order and discipline in the schools of our city.

It is not more than three years since we could boast of as good, if not a better, regulated school system than any other city in the Union. There, as now, there was no carelessness in the manner and conduct of children while at school. Every pupil knew his place and he kept it. Said a gentleman to me the other day who is a graduate from one of the best schools of our city, "Boys would no more dare have asked as they now do while I went to school than they would cut their hands off." As fine as our school system is, or has been, it is not what it was. I do not mean to say that the teachers are incompetent. Nor that the text-books, school apparatus, or modes of instruction are inferior to-day to what they were five years ago. By no means. But I do assert that the discipline and order in some of our schools is simply outrageous. They are examined annually or semi-annually, as the case may be, and to be sure many of the classes receive the much coveted "excellent" mark for their discipline. But this can not be taken as a criterion.

There is nothing that has done more to ruin the excellence of the school system of this city than the abolition of corporal punishment. Boys almost do as they please, simply because the teachers cannot make them do otherwise. If the conduct of a pupil is so bad that the teacher finds it necessary to send for the child's parents, then the parents will want to know why their son cannot be punished at school. Said a lady to me: "I send my boy here to learn. If he does not behave, I want you to punish him." But when told that this was contrary to the law, she responded, "You can whip him with my permission. I think it was the poorest law that was ever made to not allow the teacher to punish a bad boy."

The excellent Commissioners who brought about this state of affairs allowed their humanity to blind their good sense. Which is the most inhuman? To flog a wilfully bad boy, or

to turn him from school? A bad boy needs the rod as a patient needs the doctor. The good moral sensationists say, turn him out of school. Yea, turn him out of school. The greatest blessing which can be given to an individual, a liberal education, is then taken away from such a boy. He is turned into the streets to commingle with the too many bad boys and men there now who go to make up New York's quota toward supplying the prisons with inmates. Why is this thus? Because it is inhuman to punish a boy when he needs it. It is far more humane to set him aright on his broad path to ruin and destruction. The management of our schools must be changed, and the sooner the better. Under the present system one-half of the time is lost in talking to boys about their conduct. The proper attention is not given to class studies and recitations.

If our Commissioners will only investigate this matter; let them consult with the heads of the schools, and if after such examination they can find no fault, then I am willing to admit that I have made some very bad statements.

ANDREW P. REYNOLDS.

News from the Schools.

DEBATING SOCIETY.—We have received resolutions from a Debating Society connected with one of our most successful Male Evening Schools—that held in Grammar School No. 17, West Forty-second Street, under the care of Mr. Matthew J. Elgar, Principal, aided by a well-selected corps of assistants. This school has 15 classes in active operation, including two German, two adult, and three bookkeeping; all of which take a lively interest in the course of studies. It has also a Debating Society, formed of members from different classes. This has been in existence for two years, and proves itself a most interesting and advantageous feature of the school exercises. The society is subject to rules and by-laws approved by the principal; and under the Moderation of Mr. Marshall Jones (Vice-Principal), harmonious and instructive practice develops a most useful faculty in our growing young men.

The following are the resolutions referred to above: As a regular meeting of the "Twenty-second Ward Male Evening School Debating Society" held at Grammar School No. 17, on the 8th day of November, 1872, the following preamble and resolutions were unanimously adopted: Whereas, it has pleased the Almighty in His infinite wisdom to summon from among us, by means of a sudden death, a most estimable and worthy member of our society, and a regular and faithful pupil of our school, therefore be it resolved, that we express our sincere sorrow at the death of Joseph Connor, a respected and loved member of the Twenty-second Ward Male Evening School Debating Society.

Resolved, that we tender our heartfelt condolences to the family thrown into such deep sorrow by his sad event. And that a copy of these resolutions be engrossed and forwarded to the bereaved family.

ELLIOTT SMIT, President.
GEO. W. TAPLEY, Vice-President.
WALTER SHANNON, Secretary.

GRAMMAR SCHOOL NO. 13.—On last Thursday, in the Female Department of this school, the semi-annual certificates were distributed by Mr. Stephen Terry, Chairman of the Board of Trustees. The exercises on the occasion were such as might be expected in a school presided over by a principal and corps of teachers whose indefatigability in the performance of their duties was apparent on this as on similar occasions.

The programme, a copy of which is given below, was varied with exceedingly good judgment, and redounds great honor on the Principal, Miss Anna M. Hayart.

The performance by the calisthenic class was extremely interesting, and consisted of various calisthenic exercises. Miss Antoinette A. Beach, the young lady who has charge of this special department of Grammar School No. 13, is entitled to more than ordinary praise for the energy she has displayed in bringing the pupils of this school to such perfection in physical exercises.

Addresses were delivered by School Inspector Mills, School Trustee F. C. Wagner, Assemblyman Haight and Messrs. Grayson and Earle.

Toward the close of the exercises the presiding officer distributed the certificates to those entitled thereto.

The following was the programme:

1. Anthem....."Glory to God in the Highest."
2. Chorus....."In Splendour."
3. Reading—Adrian to Young Ladies.....Miss Emma Gardner.
4. Solo and Chorus—"Two Little Girls' Song.".....Miss Mary K. Smith.
5. Concerted Reading.....The Children of Class C. Second.
6. Solo—"Little Footsteps.".....Miss Jennie Klammer.
7. Instrumental Piece.....Miss Anna Kirk and Lillian Norton.
8. Calisthenic Exercise.....Miss Anna Kirk and Lillian Norton.
9. With voice of Dr. R. M. Barnett's Chorus Expansion.
10. Solo—"Dreaming of Home and Mother."
11. Selections.....Highest Class.
12. Chorus—"When the Great Waves Billow Play."

A USEFUL SCHOOL OFFICER.—The Seventh Ward, considered the "banter Ward" in many respects, certainly must bear off the palm for efficient school officers, especially in the case of School Trustee Mr. William Colligan, who has set an example worthy of emulation by members of the other school boards throughout the city by his weekly visits to the schools, ascertaining names of absentees and incorrigible scholars, and entering same in his book. He devotes his time in calling in person on the parents, and demanding from them an earnest co-operation with the principals and teachers.

Mr. Colligan is a gentleman of wealth and leisure, and views everything from a purely practical standpoint. He was the first to introduce a resolution asking the Department of Public Instruction to pension deserving but superannuated teachers; therefore, we hope his Honor Mayor Hall will retain such useful members to our local boards.

POLICE.—Principals of evening schools should find that a police officer stationed in front of their schools during the whole season. There are noisy boys who, "dog in the manger" like, want to go to school themselves nor let those who are to go strictly in quiet, and they disturb the neighborhood with their yells, and even go so far as to throw stones against the doors and windows of the school buildings. A simple request from our Board of Public Instruction to the Police Department would remedy this nuisance, and the offenders could be consigned to a school more fitting their conduct, viz.: Blackwell's Island.

DISTRIBUTION OF THE ELEVEN FORTY.—Dr. Henry James Andrews and the Hon. Lawrence D. Kimball, Clerk of the Department of Public Instruction, having been appointed by the Board of Apportionment as commissioners to

report for the distribution of a portion of the Extra Funds for the city free schools maintained under private auspices, they have issued a circular to said schools asking for the name, location, responsible head, number of pupils, registered number in actual attendance, etc. Those free schools not under the control of the Department of Public Instruction which seek to participate in this fund should apply at once to either of the above-named commissions, as it is quite probable that they will make their report at an early date. The amount to be distributed is about \$150,000.

OBITUARY.—We regret to announce the death of Henry S. Smith, formerly a pupil of old Public School No. 14 (now No. 13), in Houston street. Mr. Smith was a member of the pioneer Ninth Class Association. He was a lawyer by profession and had attained a lucrative practice. His funeral took place on Wednesday at his late residence at Harlem, and was attended by many relatives and friends, including a number of his old classmates.

VISITORS.—During the past week several school officers, about twenty school teachers and a large number of journalists, have visited the *SCHOOL JOURNAL* office and left their names on our Visitors' Book. Welcome all.

CRITICISM.—A correspondent of the *Sun* says that there is a great deal of cutting in the down-town schools, and objects to it. An accomplished teacher visited the *SCHOOL JOURNAL* office last week and expressed his opinion, which we believe is shared by most of the New York Principals, that our schools must give up all attempts at discipline unless they can practically enforce the good old proverb—"Spare the rod and spoil the child"—in the child's favor.

FOUR.—On the bulletin board of the Clerk's office, in the Department of Public Instruction, we noticed a tiny silk glove, a little soiled by wear. It was not a right hand one, because it appeared to be a left glove. The fair owner can claim her property at her convenience.

STAMPS.—Owing to Comptroller Green's obstinate delay, only one-third of the day school teachers and none of the evening school teachers received their salaries on the 15th inst., the day promised. Of course there was more or less dissatisfaction, and Mr. Green added largely to his already deserved unpopularity. A notice was posted in the Clerk's office on Saturday that the evening school teachers would be paid on Wednesday, 20th inst.

THE NEW SCHOOL DIRECTORY.—Hon. Lawrence D. Kiernan, the gentlemanly Clerk of the New York Department of Public Instruction, has recently issued a circular with accompanying blanks asking the secretaries of the several Boards of Trustees to communicate to him, in order to delay, the names, residences, places of business, term of office of the various Trustees, time and place of their meetings, etc. This information is required for the Annual Directory.

SALARIES.—The Brooklyn lady teachers are agitating the subject of an increase of salaries. There is some opposition to it, but the ladies will win.

THE VIENNA EXPOSITION.—We notice by the Times correspondence that the accomplished Miss Lydia F. Wadleigh, of New York Normal College, was present at the meeting of education in Washington last week, at which the Vienna Exposition business was discussed.

GRAMMAR SCHOOL NO. 15.—Mr. N. P. Beers, one of the veteran teachers of New York, has succeeded in making his school a model one. The attendance is large, the discipline is perfect. The Department of Public Instruction made a great mistake in neglecting to put up extra partition doors in the large assembly room of the male department, as the school is thereby deprived of two extra classrooms, which are absolutely necessary to its welfare. The Trustees of the Ward have made application for this improvement, but for some unaccountable reason the Central Board has neglected to take action upon the matter.

THE PRIMARY PRINCIPALS.—The subject for discussion at the next meeting of the Primary Principals' Association, to be held Dec. 16, is reading. The following suggestive questions will be considered:

1. Reading—Relating to Principles.—Do children notice first the elements or parts of an object, as a whole? Or do they notice the object as a whole first, and observe its parts or elements afterwards?
2. Do children try to learn new words by means of their resemblance in form and analogy in sound to words previously learned?
3. *Relating to Methods.*—With what, then, should the first steps in reading be commenced; and how should the lessons be conducted in preparing children to read in books?
4. In commencing the use of reading books in a class, what are the principal points to be attended to by the teacher?
5. May these principal points be included in three groups, so as to indicate the order in which attention should be given to them?
6. If so, what are these groups?
7. Should reading be taught by attention to the thoughts represented in the lessons, and to a clear and natural utterance of those thoughts, or from imitation of the teacher?
8. What ought to be the principal objects or reasons for teaching children to read?
9. How may reading be taught so as most surely to secure these objects?
10. Of what use are phonetics in teaching reading?
11. How can children be taught to group words properly into phrases, when reading, so as to read with natural emphasis?
12. Should instruction in definitions and the meaning of words have special reference to the subject of the reading lessons?

FRANZ.—Francis Joseph Haggerty, Esq., the accomplished Principal of Grammar School No. 2, in Henry street, has made a report to the Board of Public Instruction in relation to the fire which occurred in the frame tenement adjoining his school building on the 13th inst. He states that the neighborhood was greatly excited, and that the flames were fully under way before the alarm or firemen arrived. The male department had just reached the yard, in charge of Vice-Principal Mr. Anthony A. Griffin, and was very quietly passed out, thus leaving the fire for the primary department rear classes, which were also conducted out by Mr. Griffin. Mr. Haggerty directed the discharge of the front and assembly room classes from the main entrance, while Miss Matilda Mosher, Principal of the girls' department, conducted her girls through the yard. The entire school

was dismissed inside of three minutes, and without the least excitement or confusion. The whole affair reflects great credit upon the discipline of the school.

THE NORMAL COLLEGE.

The following has been adopted as the programme for Saturday sessions of the Normal College:

Prof. Scott—Room 8; Grammar Methods; 1st hour, Physiology; 2d hour, Botany. Prof. Harrison—Room 4; Grammar Methods; 3d hour, Astronomy; 3d hour, Natural Philosophy. Prof. Calkins—Room 20; Primary Methods; 1st hour, Subjects of Primary Grades; 2d hour, Object Lessons. Prof. Day—Room 14; Special Instruction; 3d hour, Geology; 4th hour, Mineralogy. Miss Doak—Room 23; Primary Methods; 1st hour, Subjects of Primary Grades; 2d hour, Object Lessons. Miss Washburn—Room 9; Academic Studies; 1st hour, Natural Philosophy; 3d hour, Latin; 4th hour, Natural Philosophy. Miss Heybeck—Academic Studies; 2d hour, Grammar; 3d hour, Algebra; 4th hour, Grammar. Miss Morgan—Room 10; Academic Studies; 1st and 2d hours, Geometry; 3d hour, Algebra or Astronomy.

*Announcements will be made from time to time showing the new subjects of study that may be taken up by the Normal Professors.

NEW YORK COLLEGE NOTES.

Again we come before our readers with these notes, in order to let the world know what our students do in the way of studying and entertainment. Our apology for not doing it before this, is that we awaited "organization," we wished to see everything fully working ere we should undertake to comment upon it. And thus we find it now. The Senior Class, which has entered upon its last and most important year, comprises thirty-two students, with Mr. Lyons as their President and Mr. Oppenheimer their Secretary. In Mr. Jones they have made a good selection as Historian, and, on the whole, the class promises to "make its mark" next June. The Junior Class is negligent—they had not yet organized. The Sophomore Class has elected Mr. Crawford President, and Mr. Messier Secretary. The Freshman Class met Friday, the 22d, to elect officers. The literary societies, too, are in good working order, and very active just now in acquiring new members. The Clionian, under the Presidency of Mr. Gutgabel, meets as heretofore in Room 21, every Friday evening; the Phreocomican, under the able management of Mr. Leipziger, in Room 12. May their prosperity during the coming year be as great as it ever has been; may they all accomplish their aim—the moral, social and intellectual advancement of their members.

Classes are known by the year in which they graduate. Thus the present Senior Class is the Class of '73; the present Freshman, the Class of '76.

Messrs. Williams, Underwood and Thornell propose to publish a College monthly. As 500 subscribers are necessary to insure its success, we do not expect to see it appear.

Next Friday evening, at 7:30 P. M., the Clionian Society holds its regular business meeting, in Room 21, for the purpose of electing officers.

December 13 the first annual joint meeting of the two societies takes place. Details next week.

Ordinary.—The "Société Gaiolise Littéraire" and "La Jeune France" have gone the way of all flesh. "Requiescat in pace." French societies do not seem to succeed at college.

Base Ball.—The Freshman nine has beaten the Sophomore nine, 25 to 21. The latter made up by beating the Junior nine, 28 to 23. Our Freshman nine has also beaten a select nine of Freshmen from the University. B. L.

The Executive Committee of the College, at its meeting, November 13, resolved that there may be two examinations in each year, to be commenced on the second or third Monday of June. The examinations will be public. All the members of each class shall be examined at the same time in the same study, by oral and written questions.

The following change in the Mathematical Course was, on motion, adopted:

Whereas, The Faculty of this College have adopted a resolution declaring that more extended time should be given to the pure Mathematical Course;

Resolved, That the Faculty recommend to the Board of Trustees the following changes in the time allotted to the study of pure Mathematics, and the changes which will be necessary in the place in the course of Mechanical Engineering.

It is recommended that—

Algebra be taught during the whole of the first term Introductory, three-fifths of the second term Introductory, and two-fifths of the first term Freshman.

That Geometry be taught during two-fifths of the second term Introductory, three-fifths of the first term Freshman, and two-fifths of the second term Freshman.

That Trigonometry, Surveying and Navigation be taught during three-fifths of the second term Freshman, and two-fifths of the first term Sophomore.

That Analytical Geometry be taught during one-third of the first term and the whole of the second term Sophomore.

That Differential and Integral Calculus be taught during three-fifths of the Junior year.

That Acoustics and Optics, Mechanics and Astronomy be taught during two-fifths of the Junior year and the whole of the Senior year.

The Faculty of the College have requested the Board of Trustees to issue the following:

To the Principals of the Male Grammar Schools:

The Trustees of the College of the City of New York have directed that no applicant for admission to that institution shall be received, if he be declared decidedly deficient in either English Grammar, Arithmetic or Algebra as far as equations of the second degree, whatever his proficiency may be in other branches required for admission.

In order that the candidates may be declared proficient in English Grammar, they must be intelligently acquainted with the subjects Etymology and Syntax. The correction of common violations of the rules of Syntax, together with Analysis of the Structure of Sentences, will be made an important part of the examination.

By the term proficiency in Arithmetic is understood a good knowledge of Common and Decimal Fractions, Proportion, Percentage, Interest, Discount, Profit and Loss, Insurance, Commission, Brokerage Exchange, Partnership and Mensuration.

In Algebra, the applicant for admission must be prepared to decompose algebraic expressions into their respective factors, if these expressions have any factors. They must be able to obtain the numerical value of algebraic expressions, to translate problems into algebraic language, and equations into problems, and solve them. They will not be examined in equations

of the 2d degree, nor will they be required to discuss equations of the 1st degree.

In the three subjects above mentioned candidates must be prepared to give in writing clear, well-expressed definitions and rules.

Attention is also called to the importance which is now given to the subject of Spelling in the first examination of candidates.

ALEX. S. WEBB, LL. D., President.

G. B. DOUGLASS, LL. D., Secretary.

THE MARYLAND STATE NORMAL SCHOOL.

This institution—the sixth annual catalogue of which is now before us—is located in Baltimore, and is intended "for the instruction and practice of teachers in the science of education, the art of teaching and the mode of governing schools." Each county in the State is entitled to send two students for each of its representatives in the General Assembly—this apportionment aggregating 222. The law requires the appointees to be not less than sixteen years old, if young women, and not less than seventeen if young men; and they must "file a written declaration that their object in obtaining admission is to qualify themselves as public-school teachers, and that it is their intention to engage in the profession of teaching within the State. All such are under no expense for tuition, books and school stationery. A limited number of other scholars can be admitted, however, on payment of \$25 per session for tuition, and the purchase of their own text-books, etc.—such students not being required to file the declaration above referred to. The object of the school, says Mr. M. A. Newell, the Principal, "not being to afford a liberal education to the citizens, but to give professional training to those who intend to become teachers. All the departments of study are considered but as means to this end. The diploma of the school is not given on account of regular attendance, merely, nor even of high attainments, but on the ground of a fairly developed capacity for teaching and governing, in addition to the requisite amount of scholarship." The list of students embraces one hundred and thirty-nine females and twenty-four males—total, one hundred and sixty-three. Attached to this catalogue is a goodly list of graduates and undergraduates who have been engaged in teaching since entering the Normal School.

An ingenious apparatus has been invented by a French physician, by which the heart is made to register photographically its own pulsations. Such, it is said, is the peculiarity of the apparatus, in its adaptation to different uses, that it may be modified so as to register the variations of the respiration, the irregular action of coughing, and similar physiological phenomena.

—Interest speaks in all languages, and acts all parts, even that of disinterestedness.

GENERAL INFORMATION.

HIPP-DROME.—We went to the great Barnum's "show" this week, and were greatly instructed and amused with the curiosities—living and dead—and the ring performances. There is no hippodrome in the world where better performances are given, and the dress worn by the performers are of the most elegant and costly description. A great feature in the entertainment is the quickness with which one part follows another. There is no "drag," but a continual feast is afforded to the spectator. We were as much delighted as the children, and mean to go again.

FACTS FOR THE LADIES.—Mrs. G. A. Blanchard, Raynondville, N. Y., has used her Wheeler & Wilson Lock-Stitch Machine in tailoring since 1865, and it is as good as new; has done the sewing for a family of seven persons, attended to her household duties, and earned \$300 a year; says that any one owning a Wheeler & Wilson Lock-Stitch Machine can earn a respectable living. See the new Improvements and Woods' Lock-Stitch Ripper.

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STAMMERING.—Mr. Oliver, of London, England, at 95 Irving Place. Testimonials and certificate under seal of United States Consul, St. John, N. B. One to three visits sufficient. Mr. Oliver returns to London early in December.

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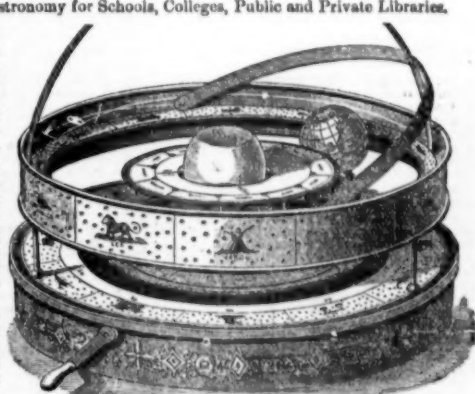
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PUBLIC SCHOOLS IN VIRGINIA.

The last annual report of the School Board of the city of Richmond is received from Mr. J. H. Blinford, Superintendent. It informs us that there were instructed during the year in that city a daily average of 3,156 scholars, of whom 1,619 were white and 1,537 colored, at a total expenditure of \$41,765.74—the annual cost per scholar thus being \$13.23. These children were taught by seventy-three teachers, of whom sixty-one were white and twelve colored, there being forty white schools and thirty-three colored. The Board, on this exhibit, flatters itself "that the history of few public school systems in the cities of the Union will exhibit so economical an expenditure of the public money. The Board has had serious difficulties to contend with in the lack of suitable accommodations for the children, there being at the outset not one school-room properly arranged in the entire city. Provision to meet this difficulty was made by the issue of \$100,000 in bonds, and the result is that the Board have six buildings under their control, capable of suitably accommodating all the school-going population. The Board believes that these schools will prove a guaranty for the perpetual support by the city of her school system, and the nucleus of further expansion in the wide direction in which the city has begun. "Many of our sister cities," the Board says, "deplore now, when it is too late, the short-sighted policy which impeded the development and impaired the efficiency of the public school system, by a parsimony in the matter of school edifices, which proved as wanting in true economy as it was detrimental to educational progress. Richmond, on the contrary, has at one step placed herself by the side of the most advanced communities in the liberality of her expenditures in support of education, and must reap the reward of her wise forecast." The Board strongly urges the necessity for a High School for pupils of the more advanced grades, and the establishment of a Normal School to complete the system. The Superintendent's report elaborates these points at considerable length, and makes a number of sensible suggestions calculated to secure a more perfect supervision and government of the schools.

MAKING USE OF A SUPERSTITION.

The *Pall Mall Gazette* says: Why is death commonly harrowed by apparitions in female shape, according to the superstitions of the East and the North, as well as of classical antiquity? The Greeks held that human life was controlled by the Fates. The Northern had their Valkyrs, or female choosers of the slain. The companions of Anastasia in the prison at Constantinople saw "the frightful hag, the harbinger of the plague, hovering with her bat's wings over their dear abode, and with her hooked talons numbering one by one her intended victims." And now we are told that the thieves of our Indian cities have found out a way of utilizing this weird fancy. Some "old offenders," in female disguise, go about the streets of Madras exactly at twelve at night and knock at the doors of houses inhabited by natives. "There is a strange belief among the uneducated natives that the she-devil Dugue (the name of the prevailing epidemic) raps at their door at that hour of the night, and that if any inmate opens he will be struck dead by her." The unsuspecting natives—forgetting the hour—open, see the ominous figures, and "many of them drop down in a fainting fit." The visitors make the best of the occasion.

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